



AWAPUNI SCHOOL
STRATEGIC PLAN
2022 – 2025

VISION	MISSION	VALUES
<p>Learning that is innovative, relevant to our community, unique to Aotearoa and engaging that makes school an exciting place for our students to come and learn.</p>	<p>Te Manawa Whai Mātauranga The heart that seeketh knowledge and understanding.</p>	<ul style="list-style-type: none"> • Manaakitanga • Mana tangata • Mana atua • Mahi tahi

BASELINE DATA
<ul style="list-style-type: none"> • Awapuni School is a decile 2, contributing, primary school providing mainstream and bilingual education for children Years 1 – 6. The school was opened in 1958.
<ul style="list-style-type: none"> • The name of the school is a local name from the Rangitāne iwi. In the past Awapuni was an area where food was abundant for the local people. When the Manawatū River flooded and then receded many fish and eels would be trapped in pools of water making for an easy food source. Awapuni School is, in a sense, following on from this tradition and continuing to feed the local children but this time with knowledge.
<ul style="list-style-type: none"> • The roll in 2021 was 104 pupils. There are 3 mainstream classes and 1 bilingual class (Te Puāwaitanga). The staff consists of four permanent staff and two fixed term staff.
<ul style="list-style-type: none"> • We are a multicultural school with the highest ethnicity being Māori but have families from all over the world. Our current ethnicity breakdown is 45% Māori, 21% Asian, 18% Pasifika, 13% European, and 1% making up the remainder of other ethnicities.

HE WHAKAMARAMA / THE MEANING

Te Awa – The River

The blue line displays the main flow of the Manawatū River from the gorge at point A to the river mouth at point B. The river was an important food source for Rangitāne in the past.

Te Puni – The Oxbow

The green line C represents an 'Oxbow' or the point along the river bank where the river cuts through and eventually becomes a lagoon or small wetland. Sometimes during floods the water pushes out downstream and the water in the oxbow recedes away and leaves swampy and sometimes parched land.

Te Awe Awe & Tāwhiao

The taratara-a-kai line highlighted in yellow and black depicts the well known proverb of the Waikato River "He piko he taniwha" which refers to their chiefs. This is an acknowledgement to the 1883 visit of King Tāwhiao Mareatarata, the Awapuni Pā of Rangitāne chief Te Peeti Te Awe Awe.

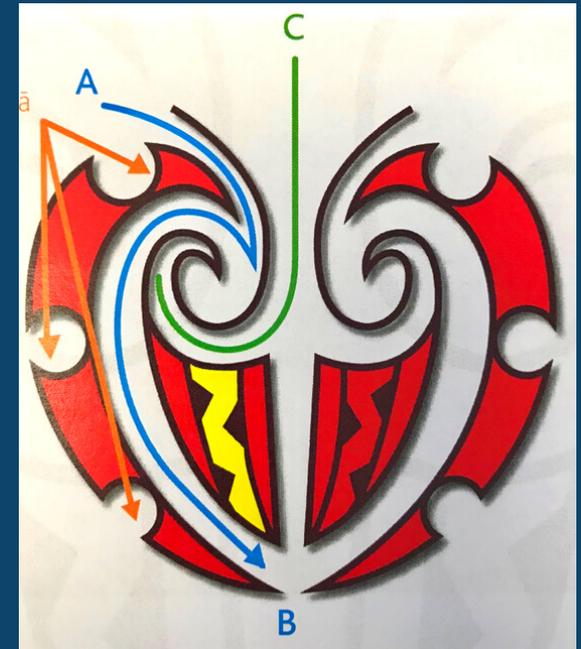
Kōrero Tawhito – Local history

The ngutu kākā design represents the oral history of Rangitāne. The ngutu, shown with orange arrows, are an acknowledgement to the many old Rangitāne sites like Puketōtara, Te Motu a Poutoa and Kopurangi that were established along the Manawatū River by the early Rangitāne settlers.

Te Manawa Whai Mātauranga – The heart that seeketh knowledge and understanding.

The overall heart shape reflects the desire within the students, staff and whānau to strive for knowledge and understanding.

The school logo came about in 2008 when the board decided to put in place a uniform. Due to the name of the school originating from the local iwi Rangitāne it was decided to commission Manu Kawana of Rangitāne descent to design the logo.



STRATEGIC GOALS

LEARNERS WHO ARE ENTHUSIASTIC AND DRIVEN	WELL TRAINED, SUPPORTED AND DEVOTED STAFF	RELATIONSHIPS WHICH FOCUS ON THE LEARNER	POSITIVE AND ENCOURAGING WORK ENVIRONMENT
A focus on all students within Awapuni School having successful and enjoyable learning experiences with a focus on a variety of categories for achievement and success.	Ongoing focus on upskilling and retaining devoted, passionate, and focussed staff with an emphasis on ensuring staff happiness, learning and support needs are met.	Awapuni students will be the focus with all external relationships focussing on enhancing their learning. This will include whānau and community relationships with the school, centred on the needs of the learners.	Staff will be empowered by a healthy and supportive work environment to ensure they have everything possible to achieve the strategic goals.

ASPIRATIONS

Diverse and inclusive curriculum coverage	Skilled teachers	Learner as Centre	Positive work climate
Learning in the great outdoors	Staff Retention	Inclusive engaged cooperative learning	

RELATED NATIONAL EDUCATIONAL AND LEADERSHIP PRIORITIES (NELP)

Ensure every Akonga gains sound Foundation skills. We have high aspirations for every learner and support them by partnering with whānau.	Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce.	Reduce barriers to education for all learners.	Collaborate with industries and employers to ensure staff have the skills, knowledge, and pathways to succeed in work.
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SUCCESS LOOKS LIKE

Students are happy, have high rates of attendance and are achieving in multiple areas of the curriculum.	Staff are positive, willing to come to work and enthusiastic about sharing their ideas.	School - whānau relationship that is reciprocal, open, and positive.	Staff are driven to make positive changes in student's learning and are looking to upskill themselves.
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STRATEGIC GOAL AREA 1: LEARNERS WHO ARE ENTHUSIASTIC AND DRIVEN

A focus on all students within Awapuni School having successful and enjoyable learning experiences with a focus on a variety of categories for achievement and success.

AMBITION A:
Diverse and inclusive curriculum coverage

2022 – To introduce and strengthen teachers knowledge and understanding of the PRIME maths programme, language, digital technology and NZ history teaching.

WHY

The New Zealand Curriculum 2007 outlines using language, symbols and texts as one of its 5 Key Competencies ‘that young people need for growing, working, and participating in their communities and society’ The school curriculum should challenge students to use and develop the competencies across the range of learning areas and in increasingly complex and unfamiliar situations (NZC 2007 p38).

WHAT

HOW

MEASURE OF SUCCESS

- Implement PRIME maths across the school
- Language Festival – Learning is authentic, localised and covers students’ needs & interests.
- Kapa Haka to be taught all year aiming for pai tamariki and a competitive cohort to compete at regionals.

- Each teacher implements appropriate levels in their classrooms using PRIME maths books. Support will be available for any teachers unfamiliar with PRIME teaching.
- Students will present a “speech” in another language. Class based exploration of languages and cultures. Focus on te reo Māori, however also on the diverse cultural heritage we have as a school community at Awapuni School.
- Begin to unpack the NZ history curriculum stage 1.
- Improve knowledge of te reo and mātauranga Māori
- Hire a Kapa Haka teacher to teach twice a week and have all senior students partake and then choose students to perform. Juniors have more informal access to kapa haka, with the option to build their skills in this area too.

- 2022 - all teachers will be teaching the programme and be assessing students own unique goals/progress
- Students will get up and speak in front of others, utilising another language
- Teachers and students will be speaking more Te Reo to make it more mainstream/accessible. (Staff has professional development on this as a focus for 2022).
- All students will have the opportunity to participate. We will have a school group and also a performance group. Students can learn waiata and action songs. Students can have the opportunity for leadership roles.

- Digital Technology

- Increase access to and awareness of technology and its relevance to the curriculum. Students to use Microbits to help with understanding coding and programming

- Students will be able to create and run programmes using a Microbit.

STRATEGIC GOAL AREA 1: LEARNERS WHO ARE ENTHUSIASTIC AND DRIVEN

A focus on all students within Awapuni School having successful and enjoyable learning experiences with a focus on a variety of categories for achievement and success.

AMBITION B: Learning in the great outdoors

2022 – Getting our Tamariki out into the Whenua Learning Space names

WHY

Outdoor learning in natural areas can be an enrichment for children, enabling them to learn beyond the borders of their classroom, and has the potential to directly and indirectly strengthen primary schools' educational practice (Rickinson et al., 2004; Blair, 2009; Wistoft, 2013; Goodall, 2016).

WHAT

- Students are to begin having lessons outside to enhance their awareness of the learning potentials of their environment and enhance their learning opportunities through a variety of modalities.
- A school fitness programme that gets kids moving and healthy.
- Working with Sport Manawatu to help with eating healthy and activities
- Students being engaged with real world activities and experiences within school and the community
- To be active in our community by helping with the community garden to grow and maintain this for others

HOW

- Seniors and juniors to utilise our school environment and the wider community
- Sport Manawatu - access to their initiatives and programmes. Have someone come into school to teach them/whole school and groups.
- School will invest in fitness equipment.
- Continued use of bikes in schools.
- Play-based outdoor activities.
- Seniors to do activities i.e. down at the river or with local iwi. Learning practical skills. Learning creative skills
- Talking to local groups and iwi
- Helping with a community garden.

MEASURE OF SUCCESS

- 2022 - all teachers will be teaching the programme and be assessing students own unique goals/progress
- Students will get up and speak in front of others, utilising another language
- Teachers and students will be speaking more Te Reo to make it more mainstream/accessible. (Staff has professional development on this as a focus for 2022).
- Students learn the value of play and creativity in learning. Learning about different ways and areas to succeed and achieve. Learning from locals, and learning new broader skills.
- Understanding of community needs, enhanced relationships with local iwi.
- Garden growth/ contribution to the school community.

STRATEGIC GOAL AREA 2 : WELL TRAINED, SUPPORTED AND DEVOTED STAFF

Ongoing focus on upskilling and retaining devoted, passionate and focussed staff with an emphasis on ensuring staff happiness, learning and support needs are met.

AMBITION A: Skilled teachers

2022 – To induct new staff and strengthen existing staff’s understanding and capability around Te Reo and Tikanga and PRIME maths.

WHY

Great teachers care about their students. They want them to succeed and are committed to helping them achieve their goals. Moreover, teachers care about their students’ happiness, well-being and life beyond the classroom.

WHAT

HOW

MEASURE OF SUCCESS

- Weekly Te Reo sessions. Te Ahu o Te Reo Māori
- Te Reo Māori structured literacy workshops for staff that are capable speakers and are ready to further their learning.
- PRIME maths.

- As a staff we will learn together - focus on professional development.
- Nga Akoranga Hanganga Reo Matatini provide online classes.
- Implementation throughout the school.
- Apply for Ministry funding for PD in this area - if applicable/required.
- Staff to attend online training.

- By year end the year to be able to have simple conversations with each other. Be comfortable leading school karakia.
- The language will be transferred into the classroom, to be able to see students using language more spontaneously also.
- These skills will be transferred and seen in the classroom and also shared with other staff to better share language with students
- These skills and strategies will be seen within the classroom.
- A 3 year journey to see results throughout the school.
- Teachers using the PRIME framework. Students will be using the mathematical language of PRIME programme.
- Results will be improving schoolwide.

AMBITION B: Staff retention

2022 – Emphasis on maintaining current staff to ensure cohesion

WHY

Employee retention promotes the health and success of our school. The time, stress, and cost of hiring and training new staff are significant, and turnover can have a negative impact on our school outcomes.

WHAT

HOW

MEASURE OF SUCCESS

- Provide staff with leadership opportunities where possible.
- Listen to the viewpoints of staff, fortnightly staff meetings. Support their learning goals, both within school and beyond if needed/required.

- Principal and DP to attend Kahui ako.
- All staff to receive PD in PRIME maths. Application for MOE funding for PRIME to happen before May.
- Principal and DP to attend Kagan workshops

- When requesting anonymous feedback staff will report a feeling of support, advancement and success within the school.
- Evidence of PD will be apparent in appraisal.
- Staff will be able to share and discuss information learnt at PD and help others upskill also.

STRATEGIC GOAL AREA 3 : RELATIONSHIPS WHICH FOCUS ON THE LEARNER

Awapuni students will be the focus with all external relationships focussing on enhancing their learning. This will include whānau and community relationships with the school, centred on the needs of the learners.

AMBITION A: Learner as Centre

2022 – Positive focus on learner as pivotal to all we do

WHY

"As Māori means being able to have access to te ao Māori, the Māori world – access to language, culture, marae... tikanga... and resources... Professor Mason Durie, (2003). Ngā Kahui Pou: Launching Māori Futures.

WHAT

- Communication and consultation with parents, whānau and community to gather views and aspirations and develop a shared vision for the direction of the school.
- Parental involvement in schools is sustained, reciprocal and focused on learning-centred relationships.
- Consult with local iwi and build a reciprocal relationship to educate our staff & students

HOW

- Share information with parents to develop a shared vision for the direction of the school. Give whānau many avenues to participate in reviewing documents and evidence of their child's learning, as well as documents pertaining to school policies where relevant. Give opportunities to regularly meet and understand their child's learning through, reviewing school reports and student-led conferences, ensuring variety in the type of information they receive about their children's learning, for example, the charter, Dojo, reports.
- Share information with parents on student achievement incorporating learning stories as part of the reporting system, school events and opportunities to support their child's learning in the school.
- **Iwi engagement:**
- Seek ways to work with local iwi to maximise Māori learner success. Give first before asking for something. Offer our services to the local iwi, first, before asking for their help.
- Determine the aspirations of the iwi for their young people.
- Determine how Rangitāne can engage with us on their terms.

MEASURE OF SUCCESS

- The community has been involved in creating the shared vision and direction of the school. Strengthened home and school partnerships.
- Māori having success as Māori (likewise for Pasifika & other ethnicities)
- Te reo Māori me ona tikanga is highly valued.
- Improved attendance & arriving at school on time.
- Children and families want to be at school on time.
- **Whanaungatanga:** actively engaging in respectful working relationships with Māori learners, parents & whānau, hapū & iwi and the Māori community. (likewise for Pasifika & other ethnicities)
- **Wānanga:** encourages engagement and the expertise of parents, whānau, hapū, iwi and Māori communities for the benefit of Māori learners' achievement.
- Parents will have information to be aware of where their learner is academically, and in other aspects of their education and be provided with information as to how they can support their learner.
- Iwi is a valued part of the school system.

STRATEGIC GOAL AREA 3 : RELATIONSHIPS WHICH FOCUS ON THE LEARNER

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AMBITION B: Inclusive engaged cooperative learning

2022 – Kagan's principles to be taught in a pilot class and begin to be pushed into the rest of the school

WHY

Kagan is a multi-faceted pedagogical approach that is grounded in brain research. It is based on the structural approach to cooperative learning, ensuring social skill development, high levels of engagement and oral language, as well as providing teachers with the tools to create the optimum learning environment.

WHAT

- Co-operative and positive learning is focussed upon
 - Teachers use these principles to teach
 - Students learn to more proactively encourage and support their own and each other's learning.

HOW

- Two-day PD for Senior Management
- Students are able to learn to identify positives in their own and other's learning, learn to engage appropriately socially despite differing views and use their learning to contribute
- Teaching in a way that is co-operative and constantly positive and encouraging.

MEASURE OF SUCCESS

- Senior Management to share information with staff and model its use.
- Students able to congratulate and celebrate each other, their learning and working with each other
- Teachers are able to teach consistently in a positive focussed way, consistent with Kagan principles. Teacher's know Kagan principles.

STRATEGIC GOAL AREA 4 : POSITIVE AND ENCOURAGING WORK ENVIRONMENT

Staff will be empowered by a healthy and supportive work environment to ensure they have everything possible to achieve the strategic goals.

AMBITION A: Positive work climate

2022 – A work environment that staff enjoy and participate in enthusiastically

WHY

A healthy workplace: values its people and promotes trust. promotes and encourages good relationships and collaboration. If our staff are happy our students will be happy.

WHAT

- Create a safe & healthy work environment that ensures that staff are well catered for, and so therefore are students.

HOW

- Identify non-safe issues in the workplace & address what we can in the year - facilitate an open discussion of any concerns.
- Have a plan of attack for the challenging behaviours we encounter - consistency and consideration of all staff views on how this needs to be done
- Staff can access professional help to discuss issues - confidential with Principal or externally
- Decide on reasonable work hours & stick to them (model this)
- Prioritise & then streamline meetings to save precious time - what can be communicated by email for example?
- Minimise initiatives so those chosen for their importance can be achieved - consider staff viewpoints on these
- Plan for no more than three initiatives for teachers to work on in the year

MEASURE OF SUCCESS

- Staff are happier because they feel supported & heard
- Staff know what is in place for the challenging behaviours & how to access it. Reasonable work hours are adhered to by clear priorities
- Meeting guidelines are established (and stuck to)
- Staff can access external support for their own wellbeing
- The initiatives chosen can be done efficiently
- Create as much of a safe haven, for children, at Awapuni School - as possible, whilst also ensuring school as safe for teachers
- Students learn some strategies through the PB4L project to help them resolve conflict with their peers.
- Encourage more team sport participation minimising any barriers to participation

ANNUAL PLAN SUMMARY 2022

DIVERSE AND INCLUSIVE CURRICULUM COVERAGE

- Implement PRIME maths across the school
- Language Festival – Learning is authentic, localised and covers students' needs & interests
- Kapa Haka to be taught all year aiming for pai tamariki and a competitive cohort to compete at regionals.
- Digital Technology

SKILLED TEACHERS

- Weekly Te Reo sessions. Te Ahu o Te Reo Māori
- Te Reo Māori structured literacy workshops for staff that are capable speakers and are ready to further their learning.
- PRIME Maths

LEARNER AS CENTRE

- Communication and consultation with parents, whānau and community to gather views and aspirations and develop a shared vision for the direction of the school.
- Parental involvement in schools is sustained, reciprocal and focused on learning-centred relationships.

POSITIVE WORK CLIMATE

- Create a safe & healthy work environment that ensures that staff are well catered for, and so therefore are students.

LEARNING IN THE GREAT OUTDOORS

- Students are to begin having lessons outside to enhance their awareness of the learning potentials of their environment and enhance their learning opportunities through a variety of modalities.
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- Working with Sport Manawatu to help with eating healthy and activities
- Students being engaged with real world activities and experiences within school and the community
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STAFF RETENTION

- Provide staff with leadership opportunities where possible.
- Listen to the viewpoints of staff, fortnightly staff meetings. Support their learning goals, both within school and beyond if needed/required.

INCLUSIVE ENGAGED COOPERATIVE LEARNING

- Co-operative and positive learning is focussed upon:
 1. Teachers use these principles to teach
 2. Students learn to more proactively encourage and support their own and each other's learning.

